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MANUAL

OF THE

BOARD OF EDUCATION,

STATE OF KANSAS,

FOR THE USE OF

APPROVED INSTITUTIONS OF LEARNING,

AND OF

CANDIDATES FOR THE CERTIFICATES AND DIPLOMAS  
ISSUED BY THE BOARD.

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TOPEKA, KAS.

1894.

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## SUGGESTIONS.

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OFFICE OF THE STATE BOARD OF EDUCATION,  
TOPEKA, KAS., January 12, 1894.

The State Board of Education offers the following suggestions to institutions of learning whose courses of study have been approved, and to candidates for the state certificate and diploma :

1. The institutions whose normal course has been approved will understand that the standard for admission should be a second-grade certificate, or an examination equivalent to the same. All of the work contemplated in the course, including advanced work in the common branches, is designed to be of such high character as will be profitable to such candidates.

2. The texts to be used in all of the subjects embraced in the course are to be those approved by the State Board of Education, or those generally recognized as their equivalent.

3. The laboratory work in all appropriate subjects should be done largely by students themselves, and should be in full keeping with the spirit of modern laboratory instruction.

4. While the text-books named furnish a general outline or basis for the work in each subject, all of it should be accompanied with supplementary reading in the library in such a way as to awaken and insure constant freedom of investigation and independence of thought. It would be a great mistake for any teacher to imagine that all the work which the Board would like done is to be found in the limits of any text-book. All the resources of the laboratories and the libraries provided, as well as of the world outside, should be utilized.

5. In conference with the representatives of several institutions interested at the time these regulations were finally adopted, it was agreed that the regular college preparatory classes wholly completing subjects should not be considered as meeting the requirements of the law, and that independent classes, keeping constantly in view the elaboration of general principles, and their application to practical work in the schoolroom, should be organized for the normal course; that they should continue for the time

mentioned in the course submitted to the State Board for approval, and that every effort should be made to make the work comprehensive enough to prepare the students thoroughly for teaching the common branches, as well as the other subjects embraced in the course. It was further agreed that the classes throughout the course should be taught by the regular college professor in charge of those subjects, and not by student assistants nor inexperienced tutors.

6. Each subject in the normal course found also in the regular collegiate department is to be taught by the regular professor in charge; and if independent classes are formed, they are to cover the same ground, and be taught as thoroughly and efficiently as the regular collegiate classes.

7. Permanent records of the work of each student are to be kept, giving a full history of his entrance and course until graduation.

8. From the educational standpoint, the Board naturally regards the professional subjects as of even greater importance than the academic, and expects that teachers thoroughly prepared to give instruction in them will be provided in every institution whose course it approves. If this new movement is to accomplish much for the schools of our state, it must be through a somewhat exhaustive and liberal study of every phase of educational theory and practice.

9. For the information of all interested, short outlines of the work desired in each of the professional subjects, as well as in music and drawing, are herewith submitted. The merest outline is presented in each case, with the thought of giving the greatest possible freedom consistent with the spirit of the law and the ends which the Board of Education has in view. A thorough acquaintance with psychology is essential to the successful prosecution of any of the professional subjects. In addition to the books listed, the reports of the National Bureau of Education, the transactions of the National Educational Association, and the great educational and literary periodicals, will be found invaluable.

10. Special attention is called to the details of section 3 of the law of 1893, and an earnest appeal is made to the institutions interested to join most heartily in carrying out the regulations of the Board and in maintaining a high standard for the state certificate.

## PHILOSOPHY OF EDUCATION.

## 10 WEEKS

Distinction between the Science and the Art of Education, with illustrations: Specific nature of the inquiry; its scope; knowledge presupposed as a basis for the inquiry.

The Problem of Education variously expressed: The great educational forces—their specific nature and limits; the specific nature of the knowledge-getting process as related to consciousness; the relative value of capacity and appliances; the true significance of freedom as the formal limit of education; habit—its nature and function; method of development.

The two Great Elements, Physical and Psychical—their nature and interdependence:

*The Physical Element*, physiology and hygiene presupposed.—Conditions of bodily growth; dietetics—importance and scope; gymnastics—aims, provisions for, kinds of exercises; the nervous system and its relation to mind and matter.

*The Psychical Element*, psychology and ethics presupposed.—Two great divisions—intellectual or theoretical, and moral or practical.

The three stages of the intellectual—perception, or intuitive; conception, or imaginative; thinking, or reflective; characteristics and limits of each; their interdependence; full outline of means and materials for each, together with inquiry as to their adaptability.

Method—nature and philosophy of. Attention—nature and function in the knowledge-getting process; its relation to perception and conception, how aroused and cultivated. Apperception—its nature and its relation to education. Relation of teacher to pupil and to subject-matter of knowledge; his specific office. Ways in which subject-matter may be adapted to the consciousness of the pupil in (a) the intuitive stage, (b) the imaginative, (c) the reflective. Develop the nature and function of (a) the analytic method, (b) synthetic, (c) inductive, (d) deductive.

Kinds of intellects—imbecile, mediocre, talent, genius; treatment of each and resulting classes.

The act of learning—self-activity of pupil; various forms—normal and abnormal; methods; final ideal.

Formal Organization of the School: Its scope, its curriculum, equipment, and maintenance. Kinds of schools—supervision; inspection; relation to the state, to the church.

The Practical Division: The new factors—the emotions and the will; the three phases—the social, moral, religious.

*The Social Instinct.*—Importance of a mastery of social forms. The family influences—their limits and methods. The function of the school in forming the transition from the home to the world.

*The Moral Phase.*—True social culture essentially moral. The ideas of right, duty, virtue—full discussion of each. Motives—classification of, use of, displacement of lower by higher. Treatment of the youth through critical periods in his history. Character the great end of all education.

*The Religious Phase.*—Nature of the religious emotions. Distinction from moral phase. Development through various stages and forms. Discovery of the rationality of each. Treatment of the manifestations of each by (a) the family, (b) the school, (c) the church.

The field is best covered by Rosenkranz. The following authorities will be found invaluable as supplementary aids for teacher and student:

Psychology Applied to the Art of Teaching.....	Baldwin.
Lectures on Teaching.....	Compayre.
Psychology, Knowledge Processes in .....	Dewey.
Psychology Applied to Education.....	Compayre.
Apperception.....	Lange.
Elements of Pedagogy.....	White.
Outlines of Pedagogy.....	Rein.
Education as a Science.....	Bain.
Empirical Psychology.....	Lindner.
Pedagogy.....	Hewett.
The Science of Education.....	Palmer.
The Science of Education.....	Ogden.
Lectures on Teaching.....	Fitch.
Philosophy of Teaching.....	Tompkins.
A Study of Child Nature.....	Harris.
Habit.....	Radestock.
Principles of Education Practically Applied.....	Greenwood.
Philosophy of Education.....	Tate.
Institutes of Education.....	Laurie.
Lectures on the Science and Art of Education.....	Joseph Payne.



## HISTORY OF EDUCATION.

(20 WEEKS.)

The classes are expected to develop the whole subject, from the earliest nations to the present time. Painter's or Compayre's History of Education, or an equivalent, should be used by the student as a working basis, much of the time allotted for the preparation of the lessons assigned being used in studying special authorities. When possible, the original documents or translations should be used. The classes should systematize the facts given by these authorities and show the tendency of the various steps in educational history. The work as required presupposes a knowledge of general history, and constant and careful references should be made to the best authorities on the subject. The aim is to study education in its relationship to every phase of life. Religion, ethics, laws and social systems are all more or less interesting as they throw light on the education of the people.

The history of pedagogics, both theoretical and practical, as the formal side of the history of education, should be made to give significance to the work throughout the entire course. The subject naturally divides itself into four periods, each of which is outlined as follows:

*Oriental Education.*—This period comprises a study of the education among the early Chinese, Hindoos, Persians, Egyptians, and Hebrews. The peculiar type of education in each country; the subjects and methods of teaching; a comparison of the prevailing religious beliefs, systems of morals, governments and social customs, should be discussed as thoroughly as possible. This period is becoming more important to modern educators, as scholarly research continues to reveal its hidden treasures.

*Classical Education.*—This period comprises the development and growth of Greek and Roman civilizations, the value of which is great because of their relation to modern thought and education. It should include a careful study of the laws and institutions and their effects upon the individual members of society. The systems of philosophy and ethics as related to education, taught by Plato and Aristotle, and the standard of education required for intelligent citizenship by Cicero, Plutarch, and Quintilian, should be well emphasized. Literature, the scientific methods used by Aristotle, also his university systems of lecturing, are important subjects for consideration.

*Education during the Middle Ages.*—Preparatory to a study of this period should be given a brief history of the early church, a

history of asceticism and the monastic orders, the church fathers and their relations to the schools, and the origin of the catechetical schools. Special importance should be given to the Roman influences, the Saracenic schools, and the rise of the universities; also the educational reforms of Charlemagne, and secular education and its effect upon the theological tendency of the period.

*Modern Education.*—This period extends from 1453 to the present time, and may be discussed under two heads—European education and American systems, the latter beginning early in the seventeenth century. Special attention should be given to the development and influence of the different educational periods as they are found in the writings of Luther, Rabelais, Montaigne, Rousseau, Locke, John Milton, and others. The establishment of schools by Francke, Pestalozzi, Froebel, also the methods in use in the common schools and the universities of both Europe and America, should be thoroughly investigated. For a helpful review of education in our own country, a few weeks should be given to the study of Boone's *Education in the United States*. The library should contain a large number of reference books on the subject of education, and the students required to read at least eight books and prepare an outline of each, to be presented either before the class or to the teacher in charge. Selections to be made from the following lists:

#### REFERENCE BOOKS.

Confucius.....	<i>James Legge.</i>
The Chinese.....	<i>Martin.</i>
Yale Lectures on the Sunday-School.....	<i>Trumbull.</i>
Lives of the Fathers.....	<i>Farrar.</i>
Four Phases of Morals.....	<i>Blackie.</i>
Educational Theories.....	<i>Browning.</i>
History of Greece.....	<i>Grote.</i>
Republic.....	<i>Plato.</i>
History of Pedagogy.....	<i>Compayre.</i>
History of Education.....	<i>Häilmann.</i>
Intellectual Development of Europe.....	<i>Draper.</i>
Comenius.....	<i>Laurie.</i>
European Schools.....	<i>Klemm.</i>
Leonard and Gertrude.....	<i>Pestalozzi.</i>
Locke on Education.....	<i>Quick.</i>
Telemachus.....	<i>Fenelon.</i>
Tractate on Education.....	<i>Milton.</i>
History of Education.....	<i>Williams.</i>
Higher Schools and Universities in Germany.....	<i>Arnold.</i>
Advancement of Learning.....	<i>Bacon.</i>
Education.....	<i>Henry Barnard.</i>
American Colleges and American Public.....	<i>Noah Porter.</i>
Education in Japan.....	<i>Department of Education, Tokio.</i>
Greek Education.....	<i>Mahaffy.</i>
Social Life in Greece.....	<i>Mahaffy.</i>
Economics.....	<i>Xenophon.</i>
Institutes of Oratory.....	<i>Quintilian.</i>

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Ethics.....	<i>Aristotle.</i>
History of Rome.....	<i>Mommsen.</i>
Church History and Reformation.....	<i>Fisher.</i>
Rise of the Universities.....	<i>Laurie.</i>
History of Rome.....	<i>Gibbon.</i>
Émile.....	<i>Rousseau.</i>
German Universities.....	<i>Hart.</i>
Levana.....	<i>Richter.</i>
Popular Education in France.....	<i>Arnold.</i>
Three Good Giants.....	<i>Rabelais.</i>
Educational Reformers.....	<i>Quick.</i>
Systems of Education.....	<i>Gill.</i>
Education.....	<i>Spencer.</i>
The Jesuits.....	<i>Maynard.</i>
Roman and Teuton.....	<i>Kingsley.</i>
History State Systems Series.....	<i>National Bureau of Education.</i>

## SCHOOL LAW.

(10 WEEKS.)

The subject should be prefaced by a thorough discussion of the endowment by the national government of all the schools in the states and territories; also, miscellaneous appropriations to the permanent school fund from colonial times to the present. The statute laws of the state relating to public education should be studied under four heads—organization, management, classification, and support. A comparison of the laws of Kansas with those of other states should be made, making a special reference to the above points and the relative degree of efficiency. The technicalities of law involved in the disposition of school lands, and the opinions on doubtful points of law given by the state superintendents and attorneys general, should be dwelt upon with care. Continued reference should be made to the reports of state and county officers, and to all official records so far as they relate to public schools. The laws of the more important European countries relating to the common schools should be examined and compared with those of our own.

The following books are suggested as texts and references:

- Kansas School Laws of 1893.
- Reports of Superintendents of the several States.
- Laws of 1893—Kansas.
- General Statutes of the State.
- The Free School System of the United States.—*Francis Adams*.
- National Education in Europe and America.—*Barnard*.
- American Educational Cyclopedia.
- Supreme Court Decisions.
- Education Abroad.—*Northrop*.
- Compulsory Education in Michigan, Circular of 1891, No. 4.
- Education in the United States.—*Boone*.
- Public School Law, United States.—*Taylor*.
- Recent School-Law Decisions, in Circular No. 4, 1893, National Bureau of Education.

## METHODS.

(10 WEEKS.)

A text-book should be used to make sure of a complete and comprehensive understanding of the art of teaching. The reasons which justify a special study of methods; the characteristics which show mind and knowledge to be fitted for each other; the genesis of the different kinds of knowledge in the progress of human development, which shows the order in which the faculties of the child get strength to enjoy and comprehend the facts of each subject; a brief history of each school branch, showing how it comes to have its present place in educational work; a classification of knowledge, which gives the relations of subjects among themselves—all these, together with the plans to be pursued and the ends to be attained in the various subjects of school instruction, should be included in the course in methods.

The teachers of the different academic subjects in the institution should supplement the work of the text-book with lectures on methods in their particular subjects. They should also give, in this class, special instruction on methods of teaching spelling, reading, writing, language, arithmetic, geography, history, and physiology, as these are standard subjects in the public-school courses. The teacher in charge should further supplement all this work with the discussion of the latest and most approved theories and methods in the subjects discussed.

Work should be given for note books, which will test the ability of the students to arrange either logical or working outlines, and should further test their grasp of the subjects which they are to teach in the schools. It should be remembered that the mere academic knowledge of a subject, such as is obtained in studying it with a class seeking general education, or even such as a teacher makes in preparing for a county certificate, is not sufficient for that intelligent and intelligible presentation of school work which the state certificate demands.

There should be constant reference to principles laid down in psychology and in philosophy of education. The class in methods should not confine its attention to intellectual education alone but should study how to give the most effectual training to all the powers—to secure, in short, that education which gives “to both body and soul all the perfection of which they are capable.” The study of methods of physical education should, therefore, be a part of every complete course in methods in teaching. It is not likely

that a text can be found at present which gives all that may be needed on this particular subject.

The following references show repositories of valuable information and suggestions concerning physical training:

ANTHROPOMETRY: *Scribner's Magazine*, vol. 2, pp. 3, 541; vol. 5, p. 172. *Era* (Watchman), vol. 16, p. 650.

BATHING: *Dress*, vol. 1, p. 433. Sun bath, *Dress*, vol. 1, p. 497.

BREATHING: *Youth's Companion*, January 8, 1891. *Young Men's Era*, March 26, 1891.

CLOTHING: Fothergill, pp. 134-143

STIMULANTS AND NARCOTICS: Fothergill, pp. 144-172.

TEMPERAMENT: Fothergill, pp. 173-179.

EXERCISE: For Different Muscles.—*Blakie*, p. 199. For Invalids.—*Home Gymnastics*, pp. 77-94. Leaping.—*Era*, vol. 16, p. 762.

FOOD: Fothergill, pp. 116-134; also, pp. 39-41. Long Fastings and Starvation.—*Popular Science*, vol. 36 (February, 1890).

FUMIGATION: *Youth's Companion*, January 30, 1890.

MILITARY DRILL: *New England Journal*, August 19 and 26, 1886, vol. 24.

NERVES: "Do We Live Too Fast?"—*North American Review*, March, 1892, vol. 154.

HEART: Wearing Out.—*Dowling*.

HISTORY OF PHYSICAL TRAINING IN AMERICAN COLLEGES: Circular of Bureau of Education.

LING SYSTEM: Physical Training, General Importance of.—*Dress*, vol. 1, p. 369.

PULSE: *Youth's Companion*, January 22, 1891.

REST: Anna G. Brackett.—*Harper's Monthly*, June, 1891.

RUNNING: Physical Education.—*Maclaren*, p. 163. School in Relation to Growth and Health.—*Popular Science*, November, 1890, vol. 83.

SLEEP: Building of a Brain.—*Clarke*, pp. 150, 151.

WALKING: *Dress*, vol. 1, p. 561. Physical Education.—*Maclaren*, p. 163.

For books on methods, see list appended to "School Management."

## SCHOOL MANAGEMENT.

(10 WEEKS.)

THE ESTABLISHMENT, ORGANIZATION AND CONDUCT OF SCHOOLS: Districts; sites; buildings and their equipments; grading; programs; managing classes; employments; incentives; right idea of punishment; securing co-operation of pupils; qualifications and duties of teachers; school boards and their duties.

This work is more nearly given as above outlined in Wickersham's "School Economy" than elsewhere.

The study of city school management should occupy a large part of the time. Subjects of special importance are: Administration, organization, high schools, evening schools, technical schools, city normal schools, studies and programs, supervision, gymnastics, fire drill, economy of management, examination of schools, promotions, commencement exercises, age in schooling, insufficiency of accommodations, schoolhouses, school museums, decoration of schoolrooms, and art for schools. The best summary for this is Philbrick's "City School Systems," published by the Bureau of Education, 1885.

Additional references to bring all the work up to date may be found in the other publications of the Bureau of Education, in the proceedings of the National Educational Association, in the reports of the commissioner of education, of city superintendents, and of state superintendents, and in the current educational periodicals. A review of the points for and against different series of text-books, and a study of what a good teacher considers in the choice of texts for his classes, are important parts of this study.

The subjects of methods and of school management should include as reference books a large number of standard manuals for teachers, among which may be mentioned the following:

Gentle Measures in the Training of the Young.....	Abbott.
School Management.....	Baldwin.
Manual of Object Teaching.....	Calkins.
Primary Object Lessons.....	Calkins.
Essentials of Method.....	DeGarmo.
Schoolroom Guide.....	DeGraff.
Developing Lessons.....	DeGraff.
Essentials of Geography.....	Fisher.
Methods of Studying History.....	Hall.
How to Study and Teach History.....	Hinsdale.
School Economy.....	Holbrook.
Manual of Methods.....	Kiddle, Harrison, and Calkins.
Geography.....	King.

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School Management .....	<i>Landon.</i>
How to Teach Geography .....	<i>McCormick.</i>
General Method .....	<i>McMurry.</i>
Teacher and Parent .....	<i>Northend.</i>
Talks on Teaching .....	<i>Parker.</i>
Teachers' Handbook .....	<i>Phelps.</i>
School Supervision .....	<i>Pickard.</i>
Course of Study and Methods of Teaching .....	<i>Prince.</i>
Elementary Instruction .....	<i>Sheldon.</i>
Object Lessons .....	<i>Sheldon.</i>
Methods .....	<i>Swett.</i>
How to Teach United States History .....	<i>Trainer.</i>
Course of Instruction for Graded Schools .....	<i>Wells.</i>



## KINDERGARTEN AND PRIMARY METHODS.

(10 WEEKS.)

STUDY OF THE LIFE OF FROEBEL AS THE BASIS FOR ANALYSIS OF HIS THEORY OF EDUCATION; development of that theory, from the kindergarten proper through the several grades of school instruction; specific investigation of his theory as applied in kindergarten and primary schools.

The study of Froebel's gifts, games, songs and occupations should be made, with constant reference to the principles underlying their use; these principles to be illustrated by the preparation of complete schools of work, embracing all the manual occupations of the kindergarten, viz.:

*Sewing*, including forms of knowledge.

*Beauty and Life*, including drawing of original designs.

*Weaving*, including patterns from dictation, copying, and originals.

*Paper Folding*—forms of life and of beauty from the square and the circle.

*Paper Cutting* (with scissors), embracing the construction of all regular plane geometric figures, as developed from the square and the circle.

*Paper Cutting* (with knives)—designs made by combining seventh-gift tablets, circles, ovals, etc.

*Clay Modeling*—instruction in knowledge of form, comprising series of exercises based on the curved solids, sphere, spheroid, ovoid, cone, and cylinder.

*Color Work*, as developed along the following lines:

(a) Investigation as to color perception.

(b) Study for ideal color unit.

(c) Expression, or the use of color.

(d) Study of color harmony.

(e) Study of suitable color for construction, representation, and decoration.

The work, as required in primary methods, presupposes a knowledge of psychology, and constant reference is made in the work to the underlying psychological principles.

The student should study the application of kindergarten principles to primary work, and the extent to which the kindergarten methods may be used in the primary schools.

The work in methods includes:

(a) Methods of teaching number in first grade.

(b) Methods of teaching preparatory, beginning and advanced primary reading.

(c) Methods of teaching language: 1. General language lessons.  
2. Specific language lessons, as developed in object lessons, stories for reproduction, conversation, etc.

(d) Methods of teaching writing and spelling.

Books for study and reference:

Child Nature.....	Harrison.
Early Education.....	Currie.
The Child.....	Kriege.
Early Training of Children.....	Malleson.
Child Culture.....	Barnard.
The Soul of the Child.....	Preyer.
Study of Child Nature.....	Harris.
Kindergarten Magazine.....	Hofer.
Child Garden.....	Hofer.
Conscious Motherhood.....	Marwedel.
Education of Man.....	Froebel.
Reminiscences of Froebel.....	Bulow.
Philosophy of Teaching.....	Tompkins.
Education.....	Spencer.
A Pot of Green Feathers.....	Rooper.
The One I Knew Best of All.....	Burnett.

## DRAWING.

(30 WEEKS.)

The following arrangement is according to subjects. For suggestive working outline, see catalogue of Kansas State Normal School for 1893.

*Geometric Drawing.*—Measurement—judging distances; drawing to scale; geometric problems and their application; projection—type solids and their variation, parallel and oblique sections, intersections; development. Objects constructed of wood from original working drawings.

*Elements of Building Construction.*—Original design for school-house; complete plans and elevations, with details of construction.

*Plane Perspective.*

*Geometric Drawings of Objects Based on Type Solids.*

*Decorative Drawing.*—Color: Theory; original designs illustrating dominant, complementary and analogous harmony. Historic ornament: Frets, borders, centers, and surfaces; examples illustrating arrangements of modified geometric and bilateral units; conventional plant forms. Students model historic ornament from the flat, and make plaster casts from the clay models. Study of plant form: Drawing of seeds, buds of fruits, leaves, and flowers; conventionalization. Design: Original arrangement of geometric figures in borders, surfaces, and centers; elementary and applied design from plant form; essentials of good design—fitness to purpose and position, strength, growing point, symmetry, proportion, color, neatness and accuracy of execution.

*Representative or Pictorial Drawing.*—Free movement, quality of line. (*Freehand always.*) That a just appreciation of pictorial drawing may be attained, a careful study is made of the geometric solids and the principles which underlie their representation. In all common objects, geometric forms, modifications or combinations of geometric forms, are discovered, making the representation of complex forms less difficult. Freehand outline drawing from objects; light and shade drawings from objects with pencil and charcoal point. Important points observed: Freedom, accuracy, speed. Order in drawing: Study proportions of whole mass; indicate height and width; sketch outline of mass; draw inner lines; correct, if necessary; erase and line in. Illustrative sketching (1) from imagination; (2) from dictation; (3) from objects; (4) from memory.

*History of Art.*—Goodyear is the standard text. A careful study should be made of works of art from photographs.

Outline for drawing in the public schools.

Books of reference: Lübke's "History of Art;" Fergusson's "History of Architecture;" D'Anver's "History of Art;" Wor-  
num's "Analysis of Ornament;" "Famous Paintings and their  
Homes;" Hoyt's "History of Painting."

## VOCAL MUSIC.

PRINCIPLES OF TONIC-SOL-FA AND STAFF NOTATION DEVELOPED  
SIMULTANEOUSLY.

## (FIRST TERM—10 WEEKS.)

*Elementary Instruction.*—Manual signs, mental effects, tonic-sol-fa notation.

*Staff Notation.*—Degrees: lines and spaces representing sounds. Numbers: scale names. Syllables. Letters: pitch names. Notes: indicating length and pitch. Rests: signs of silence. The G clef: its use. Time signature: its meaning. Rhythm: bringing out the idea of measure. Thorough drill in the different kinds of measure, using both beat and time names. Major diatonic scale: its formation. Distance measure by steps and half steps, sometimes called tones and semitones, or major and minor seconds.

By means of manual signs, dictation and blackboard exercises, pupils should be taught the simplest tone successions and groupings. Exercises in reading music from figures. Gradual development in tone succession, from the simpler to more complex forms. Solfeggio exercises in one and two parts. Studies in one and two parts, with texts to secure proper attack of tone, purity of vowel sounds, with careful work in breathing and phrasing.

*Intervals.*—Pupils required to form, write and analyze seconds, thirds, fourths, fifths, sixths, and sevenths, upon each degree of the major diatonic scale. Inversion of intervals. Chromatic tones introduced—sharp four, flat seven, and others in their order. Exercises in figures and tonic sol-fa to be written in various keys, using staff notation.

*Theoretical and Practical Development of the Major Diatonic Scale and Transposition to all the Keys.*—Classification of voices. Fundamental principles of harmony in written exercises. Common chords founded upon the different degrees in the order of their importance.

*Harmonies of the Dominant* and other sevenths taught.

*Theoretical and Practical Development of the Minor Diatonic Scales.*—Harmonic and melodic in all the keys. Study of tonal effects in the various modes.

## (SECOND TERM—10 WEEKS.)

*Recapitulation of Subject-matter Embraced in First Term.*—Classification of voices and assignment of parts: Soprano, alto,

tenor, and bass. Great staff introduced, showing use of bass and tenor clefs and their relation to each other.

*Fundamental Principles of Harmony Reviewed in Written Exercises.*—Inversion of triads and chords of the seventh. Studies in tonal tendencies. Triads—their relation to the tonic and each other. Exercises in the forms of broken chords, making use of the different harmonies in their various positions and keys.

*Solfeggio Exercises*, in four parts, founded upon the different harmonies, which are to be named as used.

*Studies and Songs*, in four parts, with texts, for the purpose of acquiring a correct enunciation of vowel and consonant sounds.

*Methods of Teaching*, as applied to graded and ungraded schools.

*Review of the Work* embraced in the 20 weeks' study.

During the 20 weeks' study, short talks are to be given upon the subjects, "History of Notation," "General Utility of Vocal Music," and "Music in the Public Schools."

Reference is made to the following:

National Music Course.....	<i>Luther Whiting Mason.</i>
The Public-School Music Course.....	<i>Charles E. Whiting.</i>
The Normal Music Course.....	<i>Tufts and Holt.</i>
Voices of Children.....	<i>W. H. Leib.</i>
The Child's Voice.....	<i>Emil Behnke and Lenox Brown.</i>
The Throat and the Voice.....	<i>Cohen.</i>
Dictionary of Music and Musicians.....	<i>Sir George Grove.</i>

## REGULATIONS OF THE STATE BOARD OF EDUCATION.

### AN ACT

Amending sections 7 and 9 of article six, chapter 122, Laws of 1876, entitled "An act for the support and regulation of common schools," and providing for the acceptance of certain grades from certain institutions of learning by the State Board of Education.

*Be it enacted by the Legislature of the State of Kansas:*

SECTION 1. That section 7 of article six, chapter one hundred and twenty-two, of the Laws of 1876, is hereby amended so as to read as follows: Sec. 7. There shall be a State Board of Education consisting of the state superintendent of public instruction, the chancellor of the State University, the president of the State Agricultural College, the president of the State Normal School, and three others to be appointed by the governor by and with the advice and consent of the senate, selected from among those engaged in school work in the schools of the state. The three thus appointed by the governor shall hold their office for a term of two years, or until their successors are duly appointed and qualified. The State Board of Education thus constituted are hereby authorized and empowered to issue state diplomas to such professional teachers as may be found, upon a critical examination, to possess the requisite scholarship and culture and who may also exhibit satisfactory evidence of unexceptionable moral character, and of eminent professional experience and ability, and who have taught for two years in the state. All such diplomas shall be countersigned by the state superintendent of public instruction, and shall supersede the necessity of any and all other examinations of the person holding the same by county, city or local boards of examiners, and such diplomas shall be valid in any county, city, town or school district in the state during the lifetime of the holder, unless revoked by the State Board of Education.

SEC. 2. Section 9 of article six, chapter one hundred and twenty two, of the Laws of 1876, is hereby amended so as to read as follows: Sec. 9. The State Board of Education shall meet at such times and places as by them may be deemed necessary, and transact such business as may legally come before them, and examine all applicants who may present themselves for such examination; and if satisfied with the scholarship, culture and moral character of the applicant, and with his professional attainments and experience, said Board shall issue a state diploma, or certificate, as the case may be, in accordance with such examination and the provisions of this act. The auditor of state is hereby authorized to issue warrants upon the state treasurer against any funds not otherwise appropriated for the actual expenses of the members of the said Board of Education incurred in attending the meetings or examinations provided for in this act, except for the examinations as specified in section eight of this act:

*Provided*, In each case, that said warrant shall issue only upon the statement verified by affidavit of the member submitting such account and approved by the secretary of said Board of Education:

*Provided, also*, That the sum total of said expenses of the Board shall not exceed three hundred (\$300) dollars per annum.

SEC. 3. Upon the application of any college, university, or educational institution of like standing, incorporated under the general laws of the state of Kansas, the State Board of Education shall have the power to examine the course of study

prescribed and the character of the work done by it, and, if, in the judgment of said Board, it shall prove to have as efficient course of study as the four-years' courses of study in the State Normal School, the said State Board of Education shall have power to accept grade given on academic subjects completed in course and passed in regular examination to persons who are graduates of or may hereafter graduate from such institution in lieu of the examinations on the same subjects required for the state certificate, which said Board is empowered to give by sections one and two of this act and section eight of article six, chapter 122, Laws of 1876.

SEC. 4. The Board shall examine all persons whose grades are thus accepted, upon the professional subjects included in the course of study at the State Normal School, viz.: Philosophy of education, history of education, school laws, methods of teaching, school management, and upon such other subjects as the regulations of the Board require upon which they are unable to present grades as required in section three of this act.

SEC. 5. To all persons receiving credits and passing examinations as required in the preceding sections, the State Board of Education shall issue the three-years' certificate provided for by the sections mentioned by the third section of this act, and at the expiration of that time, if the holder of said certificate satisfies the Board that he has taught successfully at least two years out of the three and has kept himself well informed in the general literature of his profession, said Board shall issue a life certificate in lieu of the first one issued.

SEC. 6. The graduates of the State University, the State Agricultural College, and of institutions of learning in any of the United States maintaining, in the judgment of the State Board of Education, the same high grade scholarship as required in section three of this act, shall be entitled to similar credits.

SEC. 7. When the examination papers show a lack of knowledge of the common branches, so-called, viz.: History of the United States, arithmetic, grammar, geography, orthography, and penmanship, the said Board is authorized to require the candidates to pass a specific examination upon the same.

SEC. 8. The State Board of Education is authorized to give examinations at the institutions whose courses of study it approves, each institution bearing the expenses of the same.

SEC. 9. When the said Board satisfies itself that any institution is not maintaining the standard by which it received the approval of the Board, its graduates shall not be entitled to the credits provided for in section three.

SEC. 10. When the State Board of Education is satisfied that any resident of this state, holding a state certificate issued by any other state in the United States, secured the same by passing an examination equivalent to that given by said Board, it may issue to said person the certificate as provided for in section three of this act, without further examination.

SEC. 11. All life certificates issued by the State Board of Education or by the regents of the State Normal School shall be void if the holder of the same should not be engaged in school work for three consecutive years: *Provided*, That certificates may be renewed at the discretion of the State Board of Education.

SEC. 12. The said State Board of Education is empowered to cancel any state certificate which said Board, on satisfactory proof, finds to be held by a person of immoral character or otherwise disqualified for a teacher.

SEC. 13. All acts or parts of acts in conflict with this act are hereby repealed.

SEC. 14. This act shall take effect and be in force from and after its publication in the official state paper.

Approved March 11, 1893.

I, R. S. OSBORN, secretary of state of the state of Kansas, do hereby certify that  
[SEAL.] the foregoing is a true and correct copy of the original enrolled bill  
now on file in my office. R. S. OSBORN, *Secretary of State*.



The following regulations have been adopted by the State Board of Education for carrying out the provisions of the act:

1. Any institution of learning in the state desiring the approval of the Board shall submit a full outline of its course of study, together with a definite statement of the standard required for admission, of the amount of time given to each subject, of the scope of work and the text used in each, the amount of laboratory work required, and the proficiency demanded in final examination. If, in the judgment of the majority of all of the members of the Board, the course meets the requirements of section three of the law of 1893, the institution shall be placed upon the approved list.

2. Graduates of institutions thus approved shall be entitled to the credits named in section three of the law of 1893, upon the presentation of certificates from the proper authorities specifying the grades received in final examinations on subjects completed in course in said institutions.

3. Graduates of any four-years' collegiate course of study in the State University or State Agricultural College, or of any approved four-years' collegiate course in approved institutions of learning, may be permitted to substitute subjects from said courses in place of the common branches, subject to the limitations of section seven of the law of 1893.

4. The examinations upon the professional subjects named in section four of the law of 1893, and upon such other subjects required for the three-year certificate as the candidate may be unable to present grades, may be taken at any time provided by the regulations of this Board.

5. Candidates for the life diploma provided for in section five of said law will be required to present a statement of the time devoted to teaching, certified by a county or city superintendent conversant with the facts, and of the exact character of the professional reading completed during the time he holds the three-year certificate.

6. Candidates who may be graduates of institutions of learning outside the state will be required to present similar information as hereinbefore required concerning the institution whose grades they wish recognized.

7. All candidates will be required to make application on blanks furnished by the president of this Board, and no application will be considered which he does not certify as properly filled. Special blanks will be furnished candidates who desire the recognition of certificates issued by other states.

8. Examinations will be held the week beginning with the last Monday in May in approved institutions of learning, and the week beginning with the fourth Monday in August in the cities of Law-

rence, Topeka, Emporia, Great Bend, Manhattan, Winfield, and in such other places as the Board may designate in response to applications filed in the office of the state superintendent.

9. In all cases where the holders of certificates from other states make application for a state certificate, the state superintendent shall request of the state superintendent of said state a full copy of the record of the examination upon which said certificate was issued, together with the list of questions used. This will furnish the basis upon which the Board shall act.

### QUALIFICATIONS FOR STATE CERTIFICATE.

10. To be entitled to a three-year certificate, the candidate—

(1) Must pass a satisfactory examination in the following branches :

1. *English*.—Spelling, reading, penmanship, composition and grammar, including the structure of words.

2. *Mathematics*.—Arithmetic, bookkeeping, algebra through quadratic equations, and plane geometry.

3. *Geography*.—Physical and political.

4. *History*.—United States history, general history, and civil government.

5. *Physiology*.

6. *Natural philosophy*.

7. *Botany*.

8. *Zoology*.

9. *Geology*.

10. *Industrial drawing*.

11. *Mental science*.

12. *Professional subjects*.—Philosophy of education, history of education, school law, school management, and methods of instruction.

(2) Must have taught one year.

(3) Must produce satisfactory testimonials from reputable persons in regard to temper, manners, moral character, and professional standing.

(4) A candidate for the three-year certificate may substitute for any two of the branches numbered 7, 8, 9, and 10 (previously mentioned), any two of the following branches required for the diploma: Political economy, chemistry, Latin.

### QUALIFICATIONS FOR STATE DIPLOMA.

11. To be entitled to a state diploma on examination, the candidate—

(1) Must pass a satisfactory examination in all the branches required for a three-year certificate, together with solid geometry,

political economy, elementary chemistry, and Latin (grammar, reader, Cæsar, and Virgil, or equivalents).

(2) Must have taught five years, two of which must have been in the state of Kansas.

(3) Must present testimonials, as required of the candidates for certificates.

12. The attention of candidates is invited to the following rules:

(1) Each candidate will be required to present the requisite testimonials before commencing the examination.

(2) The examination questions in each branch will be given to candidates at the beginning of the time allotted to the examination in that branch, and at the expiration of that time the written answers will be collected.

(3) During the examination, candidates shall be seated as far apart as possible, and they will not be allowed to communicate with one another.

(4) Answers should be brief, but must be complete in logical exposition and in grammatical structure. The answers in mathematics must show the *process* as well as the *result*, in each case.

(5) In grading candidates, due weight will be given to the character of manuscripts in regard to *penmanship* and *neatness of arrangement of answers*.

(6) The standing of candidates in *spelling, composition and penmanship* will be determined, in part, by the character of their respective manuscripts in these respects.

(7) 100 per centum will denote perfection.

(8) An average standing of 90 per centum, with not less than 75 in any topic, will be required for a certificate. An average standing of 90 per centum, with not less than 85 in any topic, will be required for a state diploma. Candidates whose grades have been accepted from approved institutions of learning will have the grades given by the State Board of Education only considered in making above averages.

(9) Candidates failing to pass this examination may, at the next two stated examinations, (*provided they attend both,*) write on all the topics not marked 90 per centum on the first, and thus, being credited with first standings of 90 or more, complete the examination. Those obtaining the three-year certificate shall have the same credits when writing for the diploma at any time before the expiration of such certificate.

(10) Candidates are required to write upon legal-cap paper of standard size.

(11) The examinations in advanced subjects will comprehend the matter embraced in text-books used in the collegiate departments of first-class colleges.

(12) Examinations will be held annually, as indicated herein, and at no other time.

13. These certificates and diplomas supersede the necessity of any and all other examinations of the person holding them, by county, city or local boards of examiners, and are valid in any county, city, town or school district in the state for the term of years therein set forth. It is hoped that many of our teachers will obtain these highly honorable and official evidences of scholarship, culture, and professional attainments.

## RULES REGULATING INSTITUTE CERTIFICATES.

### REQUIREMENTS OF CONDUCTOR.

1. He shall have attained the age of 25.
2. He shall have taught five years, two of which shall have been in Kansas.
3. He shall furnish satisfactory evidence of having instructed in two normal institutes, one of which shall have been in Kansas.
4. He shall be the holder of a state certificate, or a life diploma, or be a graduate of an accredited college, or furnish satisfactory evidence of having conducted successfully one normal institute in Kansas.
5. He shall furnish satisfactory evidence of a good moral character.
6. The first certificate shall be granted for one year.
7. Persons having conducted successfully one normal institute in Kansas may be granted a certificate good for five years.
8. The state superintendent is instructed not to sign any contract granting the right to conduct a normal institute to anyone who is not the holder of a conductor's certificate in force at the time of making the contract.

### REQUIREMENTS OF INSTRUCTOR.

1. He shall have attained the age of 23.
2. He shall have taught two years, one of which shall have been in Kansas.
3. He shall be the holder of a state certificate or a life diploma, or be a graduate of an accredited college, or shall furnish satisfactory evidence of having instructed successfully in one normal institute in Kansas.
4. He shall furnish satisfactory evidence of a good moral character.
5. The first certificate shall be granted for one year.

6. Persons having instructed successfully in one normal institute in Kansas may be granted a certificate good for three years.

#### TIME TO MAKE APPLICATION.

Applications for institute certificates will be considered only at the October and March meetings of the Board, and, to insure consideration at any meeting, applications must be made at least 30 days preceding said meeting.

#### EXAMINATIONS.

Persons not having the qualifications required by the Board, and desiring a certificate, may take the state examination at any of the regular examinations of the Board.

*Certificates are granted only to residents of Kansas.*

By order of the State Board of Education.

H. N. GAINES.

*President.*





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